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IN THIS ISSUE: "The Futility of Fickle Formulae," page 131; "Educational Ideals," page 139.

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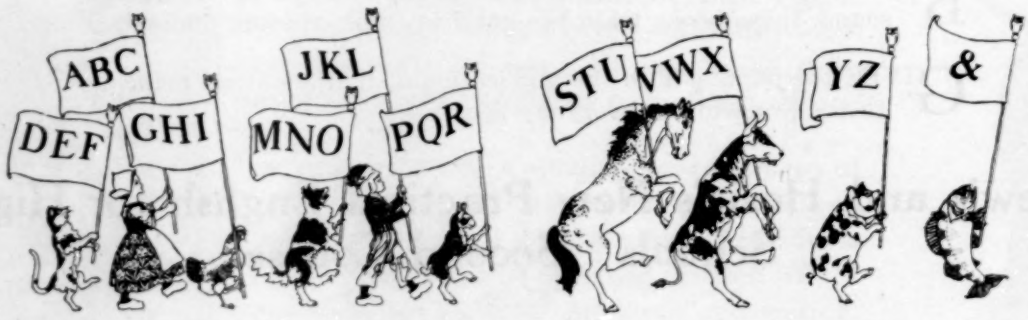

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR AUGUST 22, 1927

EDITORIALS:—
Master and Doctor in Education 127
A College Dean of Women 127
Better Farming in the Northwest 128
What Is Your Professional I. Q.? 128
A New York Adventure 128
Glenn Frank as President 129
School Men's Enterprise 129
A New Departure 129
BELDING'S PAGE 130
THE FUTILITY OF FICKLE FORMULAE 131
By A. O. Bowden
PLACE OF READING IN EDUCATION 134
By William Anthony Aery
THE SUPERINTENDENT AND THE TEACHER 135
By J. M. Gwinn
ORAL REPORTS 135
By Charles Frederick Harrold
LIFE (Poem) 138
By Maude Moore
EDUCATIONAL IDEALS 139
By William H. Holmes
DISCIPLINE IN CONNECTICUT HIGH SCHOOLS 140
By C. H. Elliott
AN EXPERIMENT AT HUNTINGTON HIGH SCHOOL 141
By Calvin Bruce and Ernest Lawson
ASSETS IN PART-TIME SCHOOLS 143
By Anthony M. Goldberger
PERSONAL AND PROFESSIONAL 144
EDUCATION IN ACTION 145
TREND OF THE TIMES 147
THE BOOK TABLE 148
GRINS BETWEEN GRINDS 149
JOURNAL MAIL BAG 150

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EDITORIALS

Master and Doctor in Education

IT HAS become a matter of universal knowledge that a Doctor of Philosophy for educational purposes is liable to be a hindrance rather than a help. Many universities of highest rank in scholastic circles propose to deal with this subject heroically.

Harvard University, whose scholastic standards have never been surpassed, has, with characteristic heroism, faced this problem in advance of any organized university action, and its Graduate School of Education will give no Master's degree in philosophy, and no Doctor's degree in philosophy. The highest professional or scholastic degrees will be the Master in Education and Doctor in Education, making the requirements for each higher in educational significance than has been customary for the degrees of Master or Doctor of philosophy.

Harvard will give neither of these degrees for any scholarship or experience that has not been centred absolutely on superior educational scholarship or experience. This is sure to be followed more or less exactingly by all of the best universities.

California teachers, about one hundred and fifty, leaving San Francisco on June 25, will travel 15,000 miles in the United States and Canada, and receive scholastic credit therefor.

A College Dean of Women

THE most widely known dean of women in a State Teachers College is Mrs. Hattie Moore-Mitchell of the Kansas State College, at Pittsburg. There is no more effective speaker on the educational platform, and the personality and sanity that made her platform message uniformly appreciated are no more vital than her leadership as dean of women. The following paragraphs are from the annual report to the State Board of Education:—

"In the twelve years of service on this campus we have been free from traditional

college scandal, which fact is attributed largely to the wholesome training which the average Kansas girl has in her own home. She is self-reliant without being too independent, and her ideals are for decent, clean living without necessitating the extreme of prudery. We have yet the first instant of rebellion or resentment in dealing with the girls whose ideals seem not to be up to the standard of the American college girl.

"Possibly we transgress the traditional conventionalities of college life inasmuch as there are no 'closed evenings,' and it is our belief on account of this fair, generous use of the social privileges at all our rooming houses, that there is no congestion in the parlors on week-ends and very little loitering about the front steps or porches. No discredit is attached to a young man's calling for a resident any evening of the week to escort her to some social function or departmental meeting on the campus. One slogan prevails through the entire list of rooming houses, 'Any girl can do anything in this house which every other girl could be permitted to do.'

"We have no student censorship or student government organization among the girls themselves. It is our experience the American girl accepts discipline gladly and cheerfully when she feels it emanates from rightful authority."

If there has ever been three better paragraphs on "Morals and Conduct" than these we have failed to discover them.

Better Farming in the Northwest

NOTHING by way of promoting better farming has approached in efficiency the Farm Managers Association of the Northwest, whose seventh annual North Dakota tour in July was wonderfully successful. This annual tour has become an institution, recognized by agricultural leaders far and near. The agricultural editors of the entire country are interested in it, and next July they will attend the tour as a body.

The credit of this marvelous achievement is due the State Agricultural College of Fargo under the inspiration of Cap E. Miller, dean of Graduate Work in Agriculture. No one, official or otherwise, has done more to stabilize modernized agriculture than has Dean Miller of the North Dakota State Agricultural College.

There seems to be a concerted effort to keep out of college and throw out of college purposeless young people who go for the social life of the college and for the social standing it gives through life. This is an easy way to eliminate booze fiends and riotous young people generally.

What Is Your Professional I. Q.?

[Answers are on page 150.]

161. Who wrote "Curfew Shall Not Ring Tonight"?
162. What New York City principal spent 1926 in Europe on a leave of absence?
163. Who is superintendent of schools in San Francisco?
164. Who edits "The Atlantic Readers"?
165. With what State University is M. V. O'Shea identified?
166. Who is superintendent of Montgomery County, Alabama?
167. Who is superintendent of Baltimore?
168. Where does Preston W. Search live?
169. Who was first president of the University of Chicago?
170. Who wrote "The Autocrat of the Breakfast Table"?

A New York Adventure

THE daily press in the Intermountain Region have been carrying the story of two New York City teachers, one of which stories is as follows:—

"Using dogs to carry their luggage, Olga Weinman and Sally Gessel, New York teachers, are making their way across the continent. They admit their trip is made easy by frequent 'lifts.' 'We meet such nice people on the road,' said Miss Weinman. The girls left New York on July 9 and expect to go to San Francisco and back before school opens in September."

This season has had more such adventures of teachers than any other five years probably.

Birmingham is the headquarters of "The Mecca of America," of which Henry Brandon is president, an association planning to have a twenty-five-million-dollar home-school farm with five hundred acres in Northern Alabama for under-privileged children of America.

Luther Burbank's estate amounted to $108,864, which his widow inherits.

Glenn Frank as President

THE new president of the State University of Wisconsin has had his first experience with a Legislature, and his achievement is equal to anything accomplished by any university president in 1927.

He is more progressively heroic than any other university president has been for several years, and he not only had high legislative achievement but it came in such a way as to make it entirely clear that the Legislature was proud to give the president a free hand and liberal appropriation.

The people of Wisconsin from bottom to top are ardently supporting Glenn Frank. If there had been any temptation to quibble over anything it disappeared as soon as his magnetic platform personality got in action. There is no public occasion of any kind in which they do not insist that he shall function, and every time, everywhere, whatever the subject, he carries everyone with him in a most captivating way.

The Raleigh, North Carolina, Elementary Education Council is one of the vital constructive local organizations in the country.

School Men's Enterprise

BLACK BEAR CAMP on Lake James, in the Mount Mitchell, Blue Ridge Country, is by far the most interesting schoolmaster's venture of which we know. In the heart of the mountains of North Carolina, on the shore of Lake James, with a lovely lake of their own creation, is the finest summer boys' camp we have ever known, and the school men of the state have fathered the enterprise although the prospect of profit attracts financiers when needed.

Lake James is one of the largest artificial bodies of water in the country, certainly the largest in the South. There are more than ten square miles of as clear mountain water as ever sparkled in the sunlight. The shore line is thrillingly beautiful and is one hundred and fifty-two miles long—almost as long as from Boston to New York.

The Black Bear Camp owns every bit of land that could drain into it, and it is as perfect in sanitation as country air, country water and country soil can be. They have their own electric plant, and the buildings are all new and adapted to the use of boy campers and junior counselors. The dining room and kitchen equipment suggest modern hotel service.

Not a dollar has been withheld when it could add to the perfection of camp life. The lake, created for the camp, has the best of boating, swimming and fishing, while wild berries are abundant. The leading school men of the state, with R. H. Latham, superintendent of Winston-Salem, as president of the corporation, are a guarantee of social, moral as well as physical safety, comfort, and luxury.

Associated with President Latham are Superintendents Frederick Archer of Greensboro, Guy B. Phillips of Salisbury, T. Wingate Andrews of High Point, Harry P. Harding of Charlotte, C. E. Teague of Sanford, E. J. Coltrane of Roanoke Rapids; also C. A. Bernier, Cecil H. Jones and Macon Reed of Hampden-Sidney College, six high school principals, and Norman Black of the University of North Carolina.

The camp staff is composed of college and university trained men, the majority of whom are engaged in educational work in schools and colleges. They are men of force and character, each chosen for fitness in some special line, as well as for general culture and ability. These men live in close companionship with the boys, studying their needs, winning their confidence, and sharing the pleasures and duties of camp life.

I spent three days at the camp in early May at an educational conference of the leading school men of the state, many of whom are of the management of Black Bear Camp, and I know of nothing in camp location and equipment that is in any respect superior to this camp.

There will be no more "Almshouses" in Massachusetts, and no more "Overseers of the Poor." The first are "Infirmaries" and the others are a "Board of Public Welfare."

A New Departure

THE NORWAY COURANT, the weekly paper of Norway, Michigan, a four-page paper, twelve by sixteen inches, was the adventure of the graduating class of the Norway High School, June 13, 1927.

It is quite the thing for a high school class in a large city to publish an "annual" upon which the class works a large part of the year, aided by members of the faculty, and the business and professional men and society women of the city. This always challenges our admiration.

But so far as we know the graduating class of thirty-four students of the Norway, Michigan, High School is the first to take over the "home-town" paper, with printed matter equal to a sixty-four-page book, and at graduation time fill these pages with history, biography and literature of their own writing, and advertising of their own soliciting, making the Norway Courant that week "An Institution for Community Service."

Belding's Page

EDISON AT SIXTEEN

A PHOTOGRAPH of Thomas Edison at sixteen years of age has recently been printed. No one would have picked that lad, from his picture, to become the world's foremost inventor. He looked like a very ordinary boy; rather stupid perhaps. His eyes wore a sleepy look—not at all like the eyes of a person who would get along, the major part of his life, with less than half the amount of sleep required by the average person.

What rating would young Edison have received on an intelligence test, 1927 model? How many of his teachers would have recognized in him latent ability of a high order likely to become of utmost service to the human race?

To say that what he had in him was bound to come out regardless, is to deny the necessity of education. With some individuals, the aid and encouragement of friendly and inspiring teachers may be less needful than with others. Potential greatness has often been developed by the faith that a true teacher has shown in a youth lacking confidence in his own powers. On the other hand, many such youths must have been lost to the world through the blindness of teachers and parents to the very gifts which made them unlike the common run of human beings.

Educators must be eternally vigilant to discover young Edisons and raise them to their greatest possibilities.

A WHOLESOME CONSPIRACY

THE National Congress of Parents and Teachers now lays claim to a million members. Here is fine testimony to the growth of parenthood as a profession, and to the attention which parents are devoting to the scholastic progress of their children and to the maintenance of proper conditions within the schools themselves. Here is strong testimony likewise to the wish of teachers to join hands with parents in this great task of leading youth to its best and highest.

THE SIZE-UP OF APPLICANTS

COLLEGES are trying to know their students better. The need of more careful selection, owing to heavy enrollments taxing these institutions beyond their capacity, has caused deans and admission committees to devise more than fifty-seven varieties of information blanks, psychological tests and special inquisitions, in addition to the ordinary tests of knowledge and thought-power in individual studies.

A body of researchers recently tabulated the methods employed by a large number of college offices in securing the desired information regarding applicants. A great many are sending blanks to principals—as every principal knows! Many are seeking facts from friends whose names the applicant has given. Some are asking the youth himself to write a letter telling all about himself, his plans and purposes, and what not.

All these things are done before the student is allowed to enter. How much use is made of the data after the candidate has entered the sacred portal is not yet recorded.

A DEAN WHO IS STARTING WELL

THE new dean of Harvard College is A. C. Hanford, assistant professor in the Department of Government and former head of the Harvard Summer School. Even before he formally took office he did something which augurs well for his future as dean. He wanted to know what manner of men the members of his freshman class are. So he wrote, not to the principals, nor to references supplied by the freshmen-elect; not to these sub-freshmen themselves; but to the fathers. Pointing out the desire of the college to become acquainted with its freshmen early in their courses, Dean Hanford requested the parent to describe the individual qualities and needs of his son, naming any deficiencies in his early education or any weaknesses of character which the dean's office ought to know.

The idea is an excellent one. It has values beyond the mere information which will be conveyed in the replies. Tacitly it reminds the father that the college is dependent in large measure for the result of its work, upon the material which has been furnished from the home. Incidentally, if the truth about the boy turns out to be at variance with his father's estimate, the dean can get a clearer understanding of parental defects which are reflected in the youth. Most helpful of all, however, would be the paternal co-operation enlisted by a friendly letter of the sort Dean Hanford has written.

Anson W. Belding

Associate Editor.

The Futility of Fickle Formulae

By A. O. BOWDEN
President, New Mexico State Teachers College

MODERN Americans in many respects are hardly less superstitious than the ancients, only our superstitions are a little more refined, more subtle and take a different form. The East Indian mother, in complying with the requirements of their religious ceremonials, throws her beautiful, most healthy babe into the Ganges River to flatter the god of fishes and food, and in this way it is believed that an abundant food supply for the year will be maintained. Among all primitive peoples and superstitious folk the food supply, activities that we classify as economic are generally associated with their religious ceremonials and rites. The struggle for existence seems to force itself on to the minds of groups to the extent that it assumes a religious importance. This is particularly true when life conditions become hard. We often find among peoples we choose to call less civilized, a class of men whom we designate as shamans, medicine men, conjurors, etc. We usually speak of them with contempt, but we are not now dealing with questions of value. When such men flourish they are called upon whenever the course of events goes wrong, sickness, famine, love, war, no matter what the nature of the trouble may be, and they always proceed in one way; i.e., recite or demonstrate a formula of some kind. They may sing it, they may dance it, or they may merely act it out—no matter, the idea is that if you go through with the correct formula the forces of nature will right the wrong. In other words, our culture is characterized by an over-ruling belief in something we call education —a kind of mechanism to propitiate the intent of nature in the manifestation of culture.

Our implicit faith that this formula or method will cause this purpose to be more happily fulfilled, is our real religion. Our primitive friends certainly believed that if the right words were said and the right motions made, the disease would be overcome. Of course we call this gross superstition, but for all we can see, must always follow. All we can do is to improve our methods of selecting the right formulae. When the electrician produces a current from a dynamo he is following the right formula, so the physician when he gives antitoxin. Then there are times when both these men use formulae that the next generation will denounce as gross superstitions. (Wissler: Man and Culture, pp.8-9). The incantations of the primitive priests and the operation of the scientist in manipulation of scientific formulae are the same in purpose and method. They differ in the factors used and the way the factors were obtained, and of course the results are frequently different.

We still have the drug store habit. We have an almost superstitious reverence for patent medicines and pin our faith to the efficacy of the resulting cure. We summon a doctor when we are ill, or think we are ill, receive his instructions, have his prescriptions filled and then often do as we please in following directions. We often prefer to follow some drug store patent remedy than to act specifically as the doctor directs. We feel that the nostrums and cure-alls advertised by quacks are efficacious in curing our ills. We use blanket prescriptions as though they contained some magical power to cure our fancied ills. We haven't overcome the tendency to hand down old prescriptions given for a specific disorder and prescribed perhaps years ago by a physician. We feel or act as though we could diagnose our own diseases and use the prescription given long ago for it. It never occurs to us apparently that our diagnosis may be wrong and that to apply one of these blanket prescriptions likely will be precisely the remedy that should not be applied, and if applied will bring about nearly the opposite results to that desired.

We get into a legal altercation with our neighbor or citizen and employ a lawyer for his advice, and frequently upset his whole plan of conducting the case by violating his instruction. In other words we have not been taught to follow an expert. We have not learned to let a thing alone when technical experience and expertness is needed to solve the problem involved. We think we have a general rule or formula applicable to all cases, and forget that specific treatment is the thing sought.

It is easy enough to put certain chemicals in a test tube and see and measure the results of the reaction. It is simple enough to point out the flaws in any electrical connections, and to cover the error, but when it comes to studying society, refining our methods and measuring the results of our investigation it is another matter. The study of society and the varied methods of investigation is ten times more complex than that of medicine, for example, and since education is one of the phases of the study and improvement of society it is much more complex than the care and cure of the physical ills of the human body.

But the field of education is as much subject

to quacks and the charlatan as medicine, but due to a different reason. Medicine has come down to us from a ritualistic, mystic, magical past where the formulae were couched in Latin phrases and shrouded in mystery. Education, on the other hand, has been the function of a lower order or class of human beings such as the cobbler, cook and the candlestick-maker, who lacked the respectability of the priesthood, the shaman and the medicine man. It has been generally held by most people that almost any one knows enough to teach. As a result of its lowly beginning education has never yet been able to extricate itself from the conception that any one can tell you all about the process and the philosophy of education. Every popular writer today seems to feel that he knows all about society, its ills and needs. Every man on the street seems to feel competent to plan and devise a whole scheme of education and social betterment. Accordingly most people, judging from the way they talk, seem to feel that there is no educational technology or expertness in education. On this basis under our would-be democratic control of education, every one knows as well as every one else how to legislate, plan, supervise and administer education. This gives rise to the activity of writing Utopias and ideal forms of government. We still, that is, the majority of us, have no way of controlling our thinking processes. Objectively tested thinking is the best remedy for preventing superstitious thinking and the blind following of a formula for social action.

The ancient Greeks have often been accredited with having had the keenest intellects of any nationality either ancient or modern. This may very properly be questioned, for they were more philosophical than scientific, for no science could develop at the hands of the Greeks, for they lacked the necessary methods of controlling thinking which we have developed only partially in the last one hundred years. A formula is not a control to thinking as much as it is a preventative of thinking. There are three essential controls necessary to the development of science:—

1. The scientific attitude, which will not permit one drawing conclusions on too few data and on biased mental slants.

2. Laboratories, scientific, such as chemical, physical and biological. Much in the scientific field today does not have to rest on mere supposition, but may be tested out and measured in the laboratories. Measurement is necessary to knowledge in the field of most phenomena.

3. The last factor which helps us control our thinking in the realm of social sciences in particular is statistics. It is in this field that one should look for the correction of this fault. Through the development of statistics in modern intelligence testing there has grown up one of the most important movements in modern times. In this there is probably a danger, for it is possible that one may be so immersed in the belief that a modern method of developing intelligence tests will result in a formula whereby one may do the trick of finding out the intelligence of an individual or a group by applying a simple formula. There is the danger of making a fetish of it just as we have in some other phases of educational activities. It is well for us to keep constantly in mind that all measurements are approximations, and that statistics can never give the full truth. It can only give approximations and serve as a method of reduction of the size of the error. Intelligence tests fall in the same category. We should also not forget that correlation has no causal relationship and that correlations and statistics do not deal with causes. But intelligence tests, as it will be pointed out later, are not formulae. They are mere measures of what is or presumed to be. Dr. Spearman says there is a constant factor known as intelligence. But Thorndike says there is not one constant factor but several factors, e.g., levels of intelligence. He also says that intelligence is found in its totality in the addition of many factors or neuron bonds. This constant factor as the one quality of intelligence has been attacked by every Ph.D. thesis written in the field of psychology. Doubtless it is this eternal popular tendency to follow a formula. which requires but little thinking, that has done much harm to the intelligence testing movement, and it is not altogether confined to the unlettered and the ignorant. It has caused some to feel that they have been able to measure intelligence in its entirety. But they have forgotten that what is measured is not mere intelligence but a combination of factors the limit and quality of which has not been defined.

There are three kinds of formulae : 1. Mathematical. 2. Scientific—i.e., chemical, physical, etc. 3. Linguistic—ritualistic and social. A formula is a direction for action. It is a formulation of factors which act together and have certain relationships. Formulae are not ways of thinking; they are ways of action. When we follow them we often act without thinking. Mathematical formulae deal with exact measurement of factors. Chemical and physical formulae are exact and say to you, if you put zinc into hydrochloric acid, you will get hydrogen and zinc chlorate—a white substance, solid and in exact proportions. The formula gives you nothing else in the way of information about

hydrogen and zinc chlorate. You are not required by the formula to know what each substance is good for, where it is found or anything about either of them. Any one can operate such a formula, even a child, but few can interpret its full significance.

Linguistic or ritualistic formulae are none the less ways of action. They tell you nothing about the value of the results of your action when you follow the directions. Hence we have many social formulae that are very often misleading. Although the formula gives you the results it is formulated to give, it is useless if left at this stage. It is in the world of social formulae, especially in the field of education, that we are so often misled, and this is the reason for saying in the first place that it is futile and the results are fickle. No formulae give value. They give only quantity and kind and results. The formula for salvation is a good illustration. Even here we have more formulae that do not work than we have those that do result properly. Those writers of Utopias are examples of formulae makers who know nothing about the desirability of the results of the Utopia, even if one were possible as a result of some rule of thumb action.

It should be the function of all educationists, especially the policy makers, not only to understand the working of all social formulae, but also of the value of the results of the formulae. It is the lack of these educational values that has thrown the education camp into confusion in many areas of educational activity.

All educational fads are formulae. Some are good and others are positively harmful. Most of them are hurtful when carried too far. Many have not been tested either to see if they produce the results claimed or—a thing still more desirable—to find out if they produce what we want. We know nothing in many cases of the value of these results. The Winnetka Plan is a formula. Phonetics as an aid in the teaching of reading is another. Recent tests on this idea of phonetics as an aid in teaching reading have shown that no great advantage is gained by employing it. The Batavia Plan is still another. The Pueblo Plan, student government for the purpose of developing freedom in the school's work, the kindergarten and the play way are all formulae. But it has not been shown how much freedom is necessary or even good. There can certainly be too much freedom just as easily as there can be not enough. All these formulae have some good in them and also the possibility of much harm.

Another social formula takes the form of slogans or catch phrases. Propaganda and even innuendo are often as dangerous as they are effective in producing definite results. We have many such in educational circles today, and some of them only befog the issues before the educational public today and fail to clarify the atmosphere for clear thinking educationally. The effect of many of these causes most people to act on the "All or None" theory. If we have the laboratory method we must teach everything and at all times by the laboratory method, as some think. If we are to have freedom in the schools we must have complete freedom to develop "personality." Socialization is one of the over-worked formulae today. Everything must be socialized. This has worked in the schoolroom quite generally, and we have the danger signal now in the results—too many coterie groups. In the smoky atmosphere created by this slogan many forget that it is possible to have too much socialization, and to have too much is as dangerous and may be even more so than not to have enough. It creates crowd-mindedness, mobs, and too much uniformity. Individuation is another one of those dangerous slogans which lead to evil results when carried too far. We have not overcome the idea of the "whole hog or none" attitude.

There are many schools of thought such as 'isms, etc., sects, cults, etc., which are organizations for action on certain bases which may be classed under the head of social formulae. And yet we are all aware of the futility of certain cults to produce desirable results in society. Stoicism and Epicureanism are illustrations of the operation of the formulae to the detriment and final extinction of these sects as organizations.

The Stoics started out with the best of intentions but fell by the wayside because they had too much "Stoicism." The same fate befell the Epicureans. Their formula was "Eat, drink and be merry for tomorrow ye may die," and yesterday they did die as a sect. Strewn all along the devious path of the march of human civilization we see the cemetery of extremes. Nature abhors extremes as it does a vacuum. Optimism and likewise pessimism are opposite ends of the same formulae of extremes. Neither will completely work in society. These extremes or rather the tendency to follow to the limit a formula, though it may be a correct formula so far as results are concerned, are not confined to the illiterate and untaught. We often see it exemplified among scientists or rather would-be scientists in the field of biology, psychology, economics, school administration and ethic moralists.

There are remedies for this propensity, but there is no one remedy. There are many, and no evil can be completely corrected by the introduction of one factor. We should think in terms of many remedies.

1. Do nothing too much.

2. Teach children what to let alone, and that there are experts in almost every field of human knowledge and endeavor—follow them.

3. Realize that the formula fails to control or direct our thinking. It is essentially a rule of action and in general requires but little thinking. Where the thinking comes in is, in the when, where, why in the application, and the most important thing, the value of the results of the application.

4. Develop in students as they go out to take their place in society the idea of team work. This means neither too much socialization nor too much individuation.

Place of Reading in Education

By WILLIAM ANTHONY AERY

Hampton Institute, Virginia

A FAIR rate in reading and a reasonably good degree of comprehension of material read are real objectives of elementary education. While much may be said in favor of good oral reading, it is nevertheless a thought-compelling fact that students throughout their school careers, and indeed throughout their lives, need to master silent reading, for today the average man or woman, whether a recognized leader or a faithful, plodding follower, is, at every turn of the way, brought face to face with the problem of mastering the printed page, either quickly and accurately or slowly and inaccurately.

Those who have to do with school work realize all too keenly the positive and high correlation between pupils' poor reading scores and their poor scores in other studies, and most studies unquestionably call for the use of reading as a tool.

Day-by-day reference in school administrative offices has shown clearly that pupils' poor reading scores are also highly correlated with poor scores or grades given by teachers who are responsible for training students in the regulation classroom and laboratory work.

From a study of the Hampton Institute records it is clear that intelligence scores go hand in hand with reading scores, although, relatively, the reading scores, measured in grade-attainment, lag somewhat behind.

There is also abundant evidence that achievement scores in arithmetic, spelling, and sentence-structure, for example, correlate positively with the reading scores.

Grammar scores, on the other hand, seem to correlate with the time which is given by schools to this old-line study.

There is one other correlation, as shown by the Hampton Institute records, which should be mentioned; good scores in intelligence and achievement tests go hand in hand with good school opportunities and good home surroundings, whereas poor scores correlate with poor school facilities and poor social environment.

Regardless of what a high intelligence score or a high reading score may mean, in terms of psychology or sociology or anthropology or anything else, there seems to be little doubt in the minds of those who are responsible for the training of youth that those who can read with a rate and a comprehension equal to the grade at which they are trying to carry on the remainder of their work have a distinct advantage over those whose reading rate and degree of comprehension are below grade.

It is easy enough for those who are responsible for work at the collegiate level to blame the high schools for the poor preparation of students, and in turn those at work at any level may criticise workers who send boys and girls to them, until over-burdened parents at last have placed at their doors the initial and inelastic responsibility for giving children the right start in the road to education.

From pre-school days through professional or university training, to say nothing of the vast field of adult self-education, individuals are faced with the task of interpreting symbols, and many of these symbols are relatively meaningless to many persons on account of their poor training in reading.

While there is, of course, no panacea for all our educational ills, it is probably safe to assume that, if we could have reading properly taught in all the grades of the elementary school, we should be well on the way to the solution of many educational problems, because then the people at work in the world, quite regardless of their immediate tasks, would have a common tool of vast social importance.

The Superintendent and the Teacher

By J. M. GWINN
Superintendent, San Francisco

THE service of the schools in educating children is so extended and complex that a division of labor is necessary. This division is not of purpose but of function, since the education of the child is alike the objective of the teacher and of the superintendent.

The extent and complexity of the program of education necessitated a general manager and supervisor. The teacher in the midst of the complexities of the educational program needed a helper and an advocate, the board of school trustees faced with the great and technical problems of managing so extended and complex a system needed a technically trained executive officer. The school superintendent was therefore the resultant of forces both from within and from without the school.

Education concerns itself with the individual and society, the teacher's activity is directed chiefly toward the individual, the child. The superintendent's activity is more definitely directed toward society, through the board of education. The superintendent is the advocate of the teacher to the board of education and to the general public. The teacher is the advocate of the superintendent to the child and his parents. The teacher and the superintendent are mutually dependent, what helps one helps the other, what harms one harms the other.

The teacher is the irreducible minimum without which other elements of education are impotent, the course of study is dead, supervisors are of no effect, and the material means supplied by the principal, superintendent and board of education are but so much fuel powerless to release its energy.

The service of the teacher is more than forty centuries old, while that of the school superintendent is scarcely one. In this short period the superintendent has climbed a rugged, tortuous way, often misunderstood, opposed, frequently overthrown and yet returning to the struggle until he has climbed out of the fog of inadequate education and training, out of the confusion of political and personal bases of action and into the clear light of a profession and into a position of great power. This achievement has made him enemies, both within and without the school. The political minded, more-pay-and-less-work, and backward looking teacher, the selfish politician and propagandist are the enemies of the good superintendent. I hold no brief for the incompetent superintendent, but for the good superintendent proper security in tenure must be provided. In securing tenure the teacher has shown the way for the superintendent to follow.

Oral Reports

By CHARLES FREDERICK HARROLD
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THERE is a slough of despond into which many of us sink after vainly trying to induce the young idea to phrase itself orally in a presentable and fairly precise fashion. The classroom, after a number of oral reports, may become filled with a quite drab and futile atmosphere. We remember how definite and classifiable, how really promising, were last week's written themes. And we contrast their general success with the vaguely unsatisfying and disturbing want of something in the oral compositions. I suppose it is the elusive nature of the spoken word that explains why so much oral work ends with little actually accomplished, and with an oppressive feeling of having struggled with annoying but intangible things and found no victorious peace. But no one will deny the increasingly important place this type of composition is gradually occupying. Its need has long been felt at every point from the grades to the final college years. We have read numbers of articles, heard numerous speeches, and thumbed many general textbooks on the subject. And everywhere it invites experimentation. We are coming less and less to rely on courses in speech or public speaking to cope with the fact that over ninety per cent. of our students, on attempting to state a few facts before a group of listeners, will blunder, hesitate, stumble, and end in a fog of confusion for themselves and their audience. We are aware that some adequate training should be given in the short semi-informal expository report, and that it is the legitimate right of every teacher of English to supplement the more special, formal, and complex work of the Public Speaking Department with an opportunity for every student to exercise his skill in simple oral exposition. That we do not give the opportunity often enough is, and should be, a source of much regret among alert and conscientious teachers.

The problem of oral composition is two-fold: one of execution, and one of criticism by teacher and class. It is the latter half of the problem that usually brings defeat to everyone concerned, and it is to that side of the task that I wish to confine myself for the present. For the problem is not merely how an oral theme is to be given; in fact, few of us are "stumped" by the exigencies and difficulties presented there. It is how the listeners are effectively to grapple with a stream of spoken words, arrest them long enough to note errors and merits, and then interestedly and perseveringly to discuss them so that everyone will carry away a substantial notion of correct and forceful speech before a group. By far the greatest enemy of successful oral work is the fragmentary, haphazard, desultory, undirected criticism which may follow after the speaker has finished. The student may excusably stumble through his spoken words and require help; we, however, cannot excusably fail to give him thoroughly profitable aid. Only by patient and skilful methods can we cope with the universal plight of students in English; the amazing discrepancy between their conscious and often successful effort to write their thoughts correctly and their habit of indolence in orally phrasing the same ideas. The conscientious teacher is unavoidably committed to the combating of that habit. At least half our work is left undone if the student is never effectively shown his common speech errors; for his case becomes ever more glaring as he proceeds to other studies and to his chosen work, where inadequate oral expression will be several times more evident than proficiency in writing.

The ideal, then, is simple and obvious: to show how a speaker—any speaker—brings a body of ideas or data before a group of listeners and with the utmost economy imparts his ideas to the group and, ending on a positive and relatively comprehensive note, retires from his position. The chief requisites for success, so far as teacher and class are concerned, are unremitting vigilance, relentless analysis, and complete candor during and after the speech. The exercise must not be allowed to fail through the common error of noting during the first moments the speaker's person, his degree of poise, the probable results of his effort, his general subject and manner, and then of lapsing into a state of semi-attention in which note-taking is forgotten, and memory at last desperately relied upon. The consequence will be that only the vaguest and most scattered view of the report can be made. Thus only an unrelenting exaction from the class of constant observation will suffice to bring concrete gains. Success depends largely on the perseverance, the will power, of the teacher.

The material of the oral report may come from the novel, the short story, the student's own experience, the essay, or the magazine article. It has often been found that narrative tends to perplex, in that the speaker feels obliged to acquaint his hearers with its general outline, and that, once embarked upon the venture, he falls into a monotonous series of vague sentences strung together with *and*. Handling character, setting, style, and moral theme likewise threatens to enmesh him in a chaos of heterogeneous statements. His time-limit is reached long before he has covered his subject, and he hastily concludes, without giving any coherent and concise impression of his material. This is, of course, also true of the short story; its shortness only slightly lessens the dangers. As for the student's experience and its services as suitable material, it may be discovered that if he has difficulty condensing and ordering material already given to him in a broad but well-organized plan, he may have still more difficulty assembling and ordering the data of his own experience. If such is the case the use of original material may be deferred until he has successfully reported on several short pieces of exposition at other and abler hands. This leaves the essay and the magazine article as quite fit for the purposes of the simplest kind of oral exposition.

The advantages in using the article or the essay are unmistakable and rather special. The well-ordered essay by its very nature suggests two kinds of intellectual excellence: the act of thinking to an interesting and sound conclusion, and the method of most effectively presenting the steps and the goal. It broadens the reader's mental horizons at the same time, and gives him an indirect lesson in analysis. For this latter reason I am inclined to think that the magazine article serves an even greater purpose, since it presents ideas not only the most current but also the most directly touching his present experiences. It likewise leads to a new or a renewed interest in periodicals, a result not to be minimized. In view of the probability that his future reading will be largely in periodical literature, here is an excellent opportunity to guide him in the richest and most profitable directions. It may be well to restrict the choice of magazines to the great monthlies of demonstrated worth, not according to popularity but sincerity, so that the list might include not only the Atlantic and Harpers but also the Forum and other magazines of opinion. One's choice will naturally be determined by the age and nature of the members of the class. However, for students of relatively

mature minds provocative rather than simple or "safe" articles will be the most fruitful in class discussion and in originality in written themes later on. Obviously a report on "The Ten Essentials of a Happy Life," by Dr. Frank Crane, in the American Magazine, will be of less value as an intellectual stimulus to a class than an inquiring article in the Forum. The mechanical excellence of either article leaves the sterility of thought in the former no less evident.

The method of conducting the oral reports will be governed chiefly by the specific objective in mind. For the present it may be that of the ten-minute report delivered in a concise and well-ordered form. Difficulties in criticism increase in proportion to the length of the speech, whereas errors and points of excellence can be most effectively grasped, and the hazard of monotony greatly reduced, if the report is limited in time-length. The limitation is made possible, of course, by the student's use of any form of notes which he finds helpful in preserving the continuity of his delivery. It is further aided by requiring the statement, early in the report, of what has been called the "controlling idea" or central theme of the article. The outline, or body of notes, probably serves him best when it consists of not more than half a dozen main points stressed in the original, with appropriate details and illustrative matter.* Obvious and elementary as this may seem, it is by no means an easy task for most students to combine brevity and adequacy, unity and variety. The "controlling idea," however, stated at the beginning of the report, will insure a fair degree of each of these requisites. Another feature which should not be neglected, but which deserves clarity and fullness, is the announcement of the source, the author, and the necessary available information about him. I have enumerated in their reverse order the divisions of such a ten-minute report; the true sequence, of course, should be: the introduction of the subject, the article, the author, and suitable explanatory matter; the "controlling idea," the several major points of the article, with adequate detail; and a brief summary, with perhaps a restatement of the central theme.

What should be the basis of the criticism by the class? A four-fold basis suggests itself because of its eminently practicable nature. It is the fruit of numerous experiments in classes of college students in advanced exposition where I have reduced the matter to its lowest terms and kept it there until results were palpably warrantable. This basis may be considered as follows:—

I. ORGANIZATION.

(a) Successful introduction: subject, author, magazine, explanatory material, and the "controlling idea."
(b) Prominence of the main points in the article.
(c) Effective transitions. Sequence.
(d) Careful use of details, illustrations, etc.
(e) Symmetry and proportion.
(f) Adequate and concise summary.

II. SENTENCES.

(a) General clearness, variety, adequacy, etc.
(b) Absence of the abuse of *and*.
(c) Skilful use of connectives.
(d) Reference and agreement of pronouns.
(e) Avoidance of ambiguity.
(f) Avoidance of repetition.
(g) Grammatical correctness.

III. DICTION.

(a) Avoidance of slang, barbarisms, improprieties, etc.
(b) Avoidance of faulty idiom.
(c) Avoidance of trite expressions.
(d) Adequate and precise vocabulary.

IV. DELIVERY.

(a) Posture: ease; absence of distracting movements; general position; unobtrusive use of notes.
(b) Enunciation.
(c) Pronunciation.
(d) Variety of vocal expression: modulation; avoidance of the rising inflection at the ends of sentences; and of such nervous expressions as *er*, *uh*, *ahem*, etc.
(e) Personality: intimate and compelling contact with the hearers' minds; vitality of manner and mood.

Although no two of these divisions have the same number of points, and although it would doubtless be impossible to arrange the points on a fixed grading scale, still most of us will agree that each division is approximately worth one of the others, that if organization is worth 25 per cent., diction is worth no less. Others may feel that the nature of an oral theme demands recognizing greater value in excellent delivery than, say, in faultless sentences. However this may be, we have at least a rough sketch of the guides for class criticism, which may be indicated on the blackboard and followed by everyone during the delivery of the report. The hearers are thus enabled to follow a clear system in taking critical notes which will be of far greater value than those resulting from a desultory and undirected attempt. It is not, perhaps, necessary that the notes follow the divisions and subordinations here indicated;

*I am assuming that the class has had adequate drill in analyzing printed articles, in making outlines for written themes, in grasping the salient points of a theme or essay. The great task for speaker here is to make the leap from the notes he has learned so well how to form to a spontaneous, clear, and adequate oral delivery of them.

on the contrary, it is probably advisable to expect only a quick jotting-down of critical notes irrespective of classification. If such were the case, a typical example of a student list of notes on an oral report might thus be:—

OUR POLICY OF REFORESTATION

—irrevalent for irrelevant.
—to sufficiently allow (split inf.).
—too many *ands.*
—second point not clear; meagre in detail; illustration not helpful.
—a person . . . . they (ref.).
—reforestation repeated too often.
—hold down a job (slang).
—finances (long i; mispronunciation).
—rising inflection (early in report).
—along that line (trite).
—looking out the window too frequently.
—good poise.
—last two illustrations very good.
—agreeable humor.
—personality interesting.
—good summary.
—restatement of controlling idea successful.
—fairly "live" report.

The besetting danger of most criticism, as I have said, will be that after a few experiences in the act, the class will tend to take fewer and fewer notes. The only way to correct this tendency may be through an occasional unexpected collection of all the notes for the class hour (signed by the writers), the grading of them, and the return of them to the class with proper comment. For unless there is conscious and unrelaxing attention to the speaker's weaknesses and excellences, the whole exercise breaks down into a futile and time-wasting routine. It will also be found that under such a conscientious system of criticism the average class will be stimulated to discuss and inquire; perhaps after the word *finances* one student has placed a question mark and desires to know the correct sounding of the *i* and the placing of the accent. It is safe to assume that if notes are based on a system and occasionally demanded and graded, most students will make them the means of settling several problems in correct speech which have long been intermittently but unmistakably annoying them.

Such is one method for conducting a series of oral expository reports. It is indeed simple. But somehow simplicity does not always commend itself to some of us, who carry oral work up to a point of complete pessimism without recognizing the very obvious value of thoroughgoing and mercilessly candid criticism. Many of us attempt too complicated a program. Others have no program whatever. I suggest the simplest one possible. Those of us who believe that through promoting effective themework we are scotching the ugliness of slovenly English are wandering in a fool's paradise. There is an *n*th dimension, it seems, between the student's world of written English and his world of the spoken word; or a limbo in which his mind, traveling from written to spoken language, mysteriously divests itself of much of its pride and vigor. Its training in one world seems to constitute little preparation for operating in the other. Our present habit of laying three-fourths of the emphasis on disciplining the written expression of our thoughts is so deeply rooted that the innovator would be regarded as a fanatic who asserted that perhaps the emphasis should be reversed, and that rhetoric should assume its ancient form of the spoken word. Surely excellence in this latter form would include most of what we occasionally achieve in the former. Aside from punctuation, the review of spelling, and preliminary sentence analysis, we should then be striking effectively at what makes much spoken English among our advanced students an ironical comment on our methods.

Life

By MAUDE MOORE

"Life is a beautiful Picture,"
Says the Artist, brush in hand;
"On Nature's canvas everywhere
Is always a picture grand."

"Life is a Song," sings the Singer,
"A beautiful, grand, sweet Song;
Without any flats or discords,
Or a single note sung wrong."

"Life is a Poem," the Poet
Writes eloquently in rime;
"The lines of which we all inscribe
Each day in the Tome of Time."

But now the Warrior thunders:
"Life? Would you know what it is?
'Tis one continuous Battle
And each moment a crisis!"

To the Artist, Singer, Poet,
And Warrior, I would say:
"These words sound quite impressive
In the Writer's roundelay.

"But Life is neither Dream nor Song
Or Poem of the Poet,
Nor yet the Battle of Old Mars
For—Life Is What We Make It!"

Educational Ideals

By WILLIAM H. HOLMES
Superintendent, Mt. Vernon, New York

SCHOOL systems, in general, stress organization and uniformity, and too often fail to stress the things that strengthen and develop personality on the part of the individual teacher. In the final analysis it is the personality of the individual classroom teacher that counts for the most in the educative process. System and organization in school work that do not tend to develop a more effective personality in the teacher count for little.

In the schools of Mount Vernon we try to choose teachers with big and fine personalities, and then to present conditions in the way of ideals and environment that will cause these personalities to grow even bigger and finer. We try to help teachers express and develop their personalities in the following ways:—

1. By giving them an environment and working conditions that will tend to make them contented in their work. Clean and beautiful classrooms equipped with adequate apparatus and material help to accomplish this end. We further try, so far as possible, to give the teacher the books and material that she thinks she can work with best. The exercise of judgment, even in these minor matters, tends to develop personality. This plan costs more money, but in the end it pays large dividends in the way of better feeling and better results. The teacher is also encouraged to express her own individuality in the decoration of her room and, where there is movable furniture, in the arrangement of the furniture. The art teachers of the system are urged to co-operate in helping the individual teachers to make their classrooms really attractive and inspiring places in which to work.

2. The teachers of the several grades of the city have grade organizations which are self-governing and in which they discuss their own group problems. These grade organizations have much to do in making out courses of study for their grades. They also make recommendations in regard to matters that are for the general good of the group as a whole. The grade organizations have done some fine work in outlining the course of study along lines of major and minor objectives. One particularly fine piece of work by the Second Grade organization was that of making out a list of stories for the grade. This work necessitated writing to many individuals and publishing houses, getting their permission to use copyrighted material, and the resulting story list with specimen stories is particularly helpful.

3. Teachers are encouraged to do things in an original way. Supervisors and principals, in general, with a teacher who has the ability to do original work, pursue the policy of "hands off," their function being to help such a teacher achieve the piece of work she is trying to do. As a result there are individual and original touches in a great many of the rooms throughout the system. This plan carries over to principals, with the idea that each building may express the individuality of both the teachers and the principal. After a very strong primary teacher had worked on an individual plan for some two years, achieving quite remarkable results, she was given a suggestion by a supervisory officer for a possible modification for the better. She came back with the statement that this supervisory officer should have given her the suggestion earlier in the experiment. He replied that, had he done so, she would have probably worked out her experiment along his lines rather than along her own lines, and thus not been able to achieve the remarkable results that she had already achieved.

4. Teachers are helped to express their personalities through the commendation that is given by the supervisory officers both to the individual teacher and in teachers' meetings for work that has been well done, and supervisory officers try to carry out consistently the plan of giving each teacher, who does any piece of work for the school system, credit for having done that piece of work. Social approval and commendation is one of the biggest incentives for personality, growth and development.

5. Teachers are helped to express their personalities by being given a chance to share in experiments that are carried on in the system. If a supervisory officer has any plan that he wishes to work out, he usually goes to several teachers and asks them to try it out according to their own views and needs. As a result the outcome of the plan will be markedly different, thus producing in the end much better feeling throughout the system and much better results than would have been accomplished if the experiment had been presented for a tryout along definitely prescribed lines. One of the finest tributes ever paid to our system was a tribute paid with no intention of giving praise on the part of the giver, who intended it as an adverse criticism. She said, after visiting several of the schools of the city, that they were nothing but big experiment stations. We felt proud to receive this criticism. It is only as school life and life in general is lived on an experimental basis, with the idea that the problem confronting us day

by day can be solved in new and better ways, that life becomes the really joyous adventure that it ought to be and that the personalities of the workers are developed into the big, fine things that they ought to be. Such experimental living is necessary in the schools if we are to develop teachers with big and fine personalities, inspired and inspiring.

Discipline in Connecticut High Schools

By C. H. ELLIOTT

Principal, Litchfield High School

THE following study was made to get an idea of how the problem of discipline is handled in Connecticut High Schools. I was particularly interested to know to what extent corporal punishment is being used as a method of securing order at the present time, also what the principals of the state regard as the outstanding causes of discipline problems and what they consider the most effective methods of obtaining good discipline.

The questionnaire is probably not the most satisfactory method of securing information. The questions which I used could undoubtedly be better phrased and possibly much better questions could have been selected. There is apparently considerable interest in the problem of discipline. Questionnaires were sent out to 105 principals of senior and junior high schools. Forty were returned the following day, and ninety-eight in all were returned.

These six questions were asked: (1) Do you believe that corporal punishment is justifiable as a means of securing discipline? (2) Under what conditions would you employ corporal punishment? (3) Do you believe there is justification for using corporal punishment as a means of securing discipline in the first eight grades? (4) What seems to you to be the most outstanding cause of discipline problems in the High School? (5) Do you believe that a teacher should always be upheld even though she is clearly in the wrong? (6) What have you found to be the most effective means of securing good discipline?

From the replies to question 1 it appears that corporal punishment is practically not used in Connecticut High Schools as a means of securing discipline. Thirty-seven principals use corporal punishment under no conditions. Of those who admit the use of corporal punishment their answers were qualified in such a way as to indicate that it is used only as a last resort. We may conclude then, with some authority, that corporal punishment is not generally used today in Connecticut High Schools.

The purpose of question 3, which may seem a little ambiguous, was to determine the attitude of principals toward the use of corporal punishment with younger children in the grades below the senior high school. Naturally a good many principals have had no experience with younger children. Their replies would be likely in many cases to represent opinions only. The answers to the question would seem to indicate a somewhat more liberal use of corporal punishment with younger pupils, but there is lack of evidence of whole-hearted approval even in dealing with grade pupils. Possibly a questionnaire addressed directly to grade school principals might reveal a different attitude toward corporal punishment.

Several different answers were given as the most outstanding cause of discipline problems. The causes given by most principals were: (1) Inexperienced or poor teachers. (2) Lack of interest in school work on the part of pupils (this might be attributed to poor teaching). (3) Home discipline and influence.

While the ways suggested as most effective for securing good discipline were varied, the answers most frequently given were these: (1) Fair treatment. (2) Appeal to reason and sense of honor and justice. (3) Plenty of interesting work. (4) Competent teachers.

Fifty-nine principals replied that they believed a teacher should not be upheld when she is clearly in the wrong, while twenty-eight replied in the negative with qualifying remarks.

TABULATION OF REPLIES

I.—Do you believe that corporal punishment is justifiable as a means of securing discipline? 58, Yes—with qualifying statements such as very seldom, never in High School, in special cases. 37, No—under no conditions. 2, Justifiable but unnecessary. 1, May be justifiable but do not use it.

II. Under what conditions would you employ corporal punishment? 56, As a last resort and in extreme cases. 6, Under no conditions in high school. 2, With consent of parents. 1, Never for girls. 1,Not allowed in my school.

III. Do you believe there is justification for using corporal punishment as a means of securing discipline in the first eight grades?

71, Yes—with certain types, depending on home punishments, in extreme cases, etc. 20, No. 7, Not familiar with grade work.

IV. What seems to you to be the most outstanding cause of discipline problems in the high school? 27, Inexperienced or poor teachers. 21, Lack of interest in school work. 17, Home discipline and influence. 10, Lack of personal responsibility. 7, No answer. 4, Human nature, adolescent age. 3, Lack of understanding between pupil and teacher. 3, Lack of school spirit. 3, No outstanding problem. 2, Possibly too severe rules. 2, Many causes. 1, Lack of sympathetic firmness on part of all adults. 1, Pupils compelled to stay in school. 1, Lack of proper school contact. 1, Transition from grades to high school.

V. Do you believe that a teacher should always be upheld even though she is clearly in the wrong? 59, No. 28, Yes—before pupils at least, explanation to pupils, with some qualifications, first time but only once. 6, No answer. 3, Yes—but would ask release of teacher. 2, Could not imagine a teacher being "clearly in the wrong."

VI. What have you found to be the most effective means of securing good discipline? 14, Fair treatment. 13, Appeal to reason and sense of honor and justice. 13, Plenty of interesting work. 11, Competent teachers. 7, Understanding attitude between teachers and pupils. 6, Understanding attitude among teachers, pupils, and parents. 6, Creating good school spirit. 6, Pupil participation in discipline. 4, Suspension. 3, Get things at the start. 3, Detention after school. 3, Firm control. 2, Merit system. 2, Setting at disliked task or withholding some desired act. 1, Encouraging self-expression. 1, Creating pride in school as civic unit. 1, Study of individual needs and attitudes. 1, Athletic teams strongest agencies for securing good discipline. 1, Offer a way in which pupil can have fun and take his medicine like a man.

CONCLUSIONS.

The results of this study seem to justify the following conclusions:—

1. Corporal punishment is rarely used as a means of securing discipline by High School principals in Connecticut, and is justifiable only as a last resort.

2. Inexperienced and poor teachers, weak home discipline and influences, and a lack of interest in school work are the outstanding causes of most discipline troubles.

3. The most effective ways of securing good discipline are to be found in providing competent teachers and plenty of interesting school work, in treating pupils fairly, and making an appeal to their reason and sense of honor and justice.

An Experiment at Huntington High School

By CALVIN BRUCE and ERNEST LAWSON

Students of the High School, Huntington,
West Virginia

TRULY, "There is nothing new under the sun." Successes and failures come and go but experiments go on forever.

An experiment in student government has been conducted at Huntington High School in Huntington, West Virginia, for the last quarter of the year which gives great promise of success. The most promising feature of the experiment is the fact that it originated in the minds of students and has been carried out by them with only the advisory assistance of a faculty member elected by them at their request.

In order to give a concrete view of the project the story will be told just as it was initiated and developed for the purpose of showing natural growth of true student government.

In March, 1927, the president of the sophomore class asked permission to study in the room of one of his teachers at her free period. The permission was granted, and later two other students asked the same favor.

From a discussion in this group grew the idea of an honor study hall in which a number of students might group themselves for an hour of quiet and uninterrupted study.

Permission was asked of the principal, who readily granted the request, and thirty students were chosen from that period study hall by the original three to join them in their undertaking.

It was intended to keep the movement unnoticed until it had proved itself, but at faculty meeting the second day reports came from other teachers that other students were requesting permission for entrance to the original study hall and that honor study halls might be organized at other periods of the day.

A faculty member was designated at her

free period to assist students who desired membership at other periods in the day, and soon six classrooms otherwise unoccupied at the time were filled with quiet, orderly students intent upon preparation of lesson assignments.

A simple method of government was decided upon by the members, who elected a president, vice-president and a council consisting of three girls and three boys. The president chose from among his most dependable girls a secretary, whose duty it was to look after attendance, admits, library permits, etc.

Constant and continued applications for admission to the honor study halls after they were filled to capacity, together with a petition to the principal for another study hall at one period, caused the leaders of the movement to ask permission to elect a faculty member to act as adviser to point the way to further and more adequate organization. The faculty adviser has acted in that way only, leaving all matters of decision to the students involved.

The next move was to send speakers before each of the supervised study halls, announcing that upon request any student would be admitted to the honor study hall of that period upon condition that he had one hour of work to do and the will to do it.

At the close of two days of organization approximately seven hundred and fifty students out of a student body of fourteen hundred had voluntarily enrolled upon their honor in study halls unsupervised by a faculty member.

The enrollment for each study hall runs from ninety-five to one hundred and forty-six, the largest one filling every seat in the large study hall with from ten to fifteen seated in camp chairs around tables in the front of the room.

After reorganization the officers and council decided upon a simple method of discipline. They agreed that their strongest means of control would be their own attitude and conduct, and decided that the president and secretary should be seated at the desk, with the vice-president and council seated at vantage points in the room where their influence would be most felt.

In case the students were slow in setting to work the president would rise and stand, looking quietly in the direction of the delinquents, and the result desired would be quickly attained. For special cases of idleness or disorder printed slips were prepared containing as follows: No. 1, "A reminder"; No. 2, "A warning," and No. 3, "You will report to supervised study hall tomorrow. Your name has been handed to the teacher." These were handed unobtrusively to the offender, and at the close of school few students knew the method of discipline which had been used.

In all, not more than twenty-five students out of the seven hundred and fifty enrolled were returned to supervised study halls. The members seemed to develop an unusual sense of their own responsibility for their conduct. One student requested permission to change his seat because the temptation to talk with his chum who was seated near him was too great.

The way was made easy for anyone who desired membership, for the theory of the leaders was that everyone should be considered trustworthy until he proved himself otherwise.

One case deserves special mention. A student recommended for the original study hall by the teacher in whose room the first conference had taken place and who had only known him a few weeks in her class, proved to have been one of the most troublesome students in the school from the standpoint of mischief and skipping. Elated at the faith and trust bestowed upon him he became the most ardent and helpful supporter of the new movement and as a result of new interest in study raised his general average five per cent. the last quarter of the school year.

The ability of the student officers to handle situations shows a decided development of ability and leadership as evidenced in the high school youth of today. Two examples will illustrate this. The study hall members were seated alphabetically in order to take the roll with greater dispatch. In the largest study hall this was accomplished by the president merely stating that the secretary would seat the group alphabetically and that no one need cease studying until his name was called or until his seat was needed. The organization was effected with no confusion and less noise than is found in many classrooms, and study by the greater number of students went on throughout the change. In another instance the study hall was needed for a senior meeting at the last period of the day, and the under classmen were dismissed to go home. Their passing through the halls was so quiet as not to attract the attention of classes on that floor.

Of the total enrollment four hundred are girls and three hundred and fifty are boys, but in the matter of officers boys predominate, all of the presidents and four of the vice-presidents being of that sex.

As to class enrollment, this being a three-year school, the sophomore class represents about 50 per cent., the junior class about 15 per cent., and the seniors about 35 per cent. The explanation might be found in the fact that the movement originated with one senior and two sophomores, who naturally drew followers largely from their own classes.

As to tangible and permanent results it is

yet too soon to make definite statements, but a questionnaire brought the following results. Approximately four hundred students reported that they had been able to prepare all extra classroom assignments in study hall under the new system, one hundred and seventy-six had been able to reduce home work to less than one hour, and the vote for the continuation of the honor system next year was practically unanimous.

At a meeting of the presidents a few weeks before school closed several new plans were considered for next year. Simple pledge cards will be printed as follows: In order to develop self-control I hereby apply for admission to the honor study hall. If permission of membership is granted to me I will show my appreciation of the privilege by pledging myself to refrain from all unnecessary communication and to do all that I can toward preserving excellent order there.

.....Student

Date.....

A general supervisory body for the whole movement will be organized from newly elected officers, who will meet from time to time to discuss problems and suggest new ideas in student control. All members will be asked to contribute any suggestion they may have for the advancement of the movement.

An assistance bureau will be organized consisting of the best students in the study halls in the different courses, who, if they have the time to spare, will give timely assistance to students who are having difficulties in those courses.

The result in the school and the community if the movement continues is very encouraging. Several thousand dollars may be saved in salaries to study hall supervisors, a new sense of responsibility and self-control will be developed in the students participating, the quality of scholarship will be improved and leadership will be developed, which will furnish thinking and capable men and women who will be able to meet and solve the serious problems of the future.

Assets in Part-Time Schools

By ANTHONY M. GOLDBERGER
Pittsburgh, Pa.

EDUCATORS have gotten into the habit of thinking that something less than ordinary good performance is to be expected of part-time schools because of what they are likely to term "inherent difficulties" in its organization and administration.

But the fact is that compensating for difficulties due to such factors as irregularity of entrance and shortness of the school week are other factors peculiar to the part-time school, which make up for the difficulties. Among these are:—

The part-time school may teach anything, and in any way it thinks will benefit the pupil, regardless of how far it departs from the traditional school practice. It has no college entrance requirements or high school entrance requirements, or in fact, any imposed requirements which it must prepare its pupils to meet. It has a student body which, by reason of the fact that it is actually in the midst of the real problems of adult life, has come to appreciate the need for certain types of instruction in a way that even college students have not. The constant addition and loss of pupils compels an acceptance by teachers of the necessity for individual instruction. The same condition, supplying as it does a constant stream of new pupils, makes possible a use of productive project work in shops wherein educational progression from the simple to the difficult can be maintained as it cannot be in a class whose enrollment remains static for a semester or more.

Moreover, it is not an absolutely established fact that thirty hours of good instruction are necessarily more valuable than eight hours of good instruction, plus many hours of opportunity to apply the instruction.

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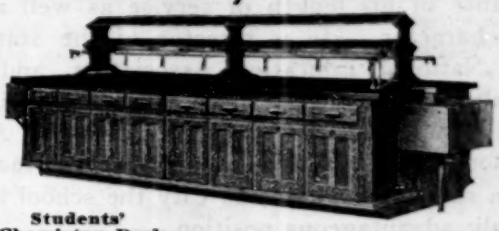

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Personal and Professional

JOHN G. MITCHELL, president of the State Teachers College, Edmond, Oklahoma, is the recognized professional leader of the state because of his length of service as well as of its character. He is director of the state in the National Education Association, and the faculty of the school recently made him a life member of the National Education Association. He has an exceptionally strong faculty. As a suburb of Oklahoma City the school has a highly advantageous position.

MRS. RUBY SHEARER BRENNAN, 565 Belmont street, Portland, Oregon, formerly on the faculty of the Oregon State Normal School, Monmouth, issues sets of "Additive Drill Cards," which provide for individual differences in children who are accelerated and retarded. They are as interesting for children as they are serviceable authentically.

E. E. CATES, principal, Los Angeles Preparatory School, Jewelers Building, Los Angeles, was at one time principal of the Los Angeles High School and president of Frederick College, Frederick, Maryland. He is rounding out an active professional career in helping students who have for any cause become out of step prepare for college or for business.

ARTHUR GIST, one of the ablest principals of Seattle, has been captured by Superintendent Hunter of Oakland and will join his force in September. He is lecturing in the State University of California this summer. He is editor of the year book of the elementary school principals, which is one of the most valuable progressive professional publications in the country.

GUY POTTER BENTON, who died on June 29, at the age of sixty-two, played an important part in education for many years. We first knew him as superintendent, Fort Scott, Kansas. He was later in the State Department of Education and then on the faculty of Baker University, Baldwin City, Kansas. He was recognized as a national force, educationally, when he became president of Upper Iowa University, where he made a notable record. From there he went to the presidency of Miami University, and from there to the presidency of the University of Vermont. He made a great record as an important leader in Y. M. C. A. work overseas. He did not return to permanent work in Burlington, but continued in Y. M. C. A. work in New York for two years, when in 1921 he accepted the presidency of the University of the Philippine Islands, where he remained until he was taken seriously ill and never recovered from that illness. He was a man of exceptional administrative ability for which he had a rare variety of opportunity to exercise it.

DR. HERBERT W. LULL, superintendent of Newport, Rhode Island, for twenty-seven years, going there from Quincy, Massachusetts, is a native of Boston and a graduate of Harvard University, class of 1874. The Rhode Island College of Education recognized his scholastic leadership by conferring upon him a doctorate in June. Dr. Lull has always been an educational and religious leader. He was superintendent, Milford, Mass., 1880 to 1890, and he made that city as widely and favorably known educationally as any city of its size in the state. He was in Quincy, Massachusetts, 1890 to 1900. It was no easy matter for any one to maintain the reputation of the city that had attracted more national attention educationally from 1875 to 1885 than had any other city, large or small, in the New World, but along lines of his own creation he had remarkable success, and in Newport since 1900 he has had that most unusual city, socially and civically, at the front every year, and he was never more influential, professionally or civically, than he is today. The Rhode Island College honored itself greatly in honoring Herbert Warren Lull.

JAMES A. KOONTZ, who has been superintendent of Joplin, Missouri, schools for so many years, is among the few men whose educational leadership has attracted national attention. He has summed up the school situation of his city in a report unprecedented in that city. In the last two years Joplin has started a school-building program which is one of the most complete in Missouri. This resulted from a wholesome and ardent study of the building needs of the city by Dean M. G. Neal of the State University, Superintendent Koontz has put in force several of the latest improvements professionally, prominent of which is a vigorous health improvement campaign.

BURTON MORGAN, rural education specialist of Iowa State College, Ames, is rendering the cause of education in the country communities a real service by the clean-cut vigorous way in which he presents "The Challenge which the Farm Situation Presents the Teachers." He makes it clear that the farm situation is a complex problem and has no patent medicine solution.

EDUCATION IN ACTION

4,000 Backward Pupils Studied

Massachusetts is making a careful survey of its retarded and mentally deficient public school children, and the findings of this first survey, covering more than 4,000 retarded children, have been reported to the American Psychiatric Association by Dr. Neil A. Dayton, of Boston, director of the division of mental deficiency of the Massachusetts state department of mental diseases. The study was made under a law passed by the state, authorizing examination of all public school children who are retarded three or four years in their school studies. Fourteen traveling clinics went through the state studying children, and Dr. Dayton's report concerns the first 4,040 examined. Of these, seventy-five per cent. were found to be deficient. Eight per cent. had one or both parents who were mentally deficient. Three per cent. had one or both parents who were mentally diseased. Eighty-four per cent. failed to pass the first grade at school. To indicate that the mentally deficient were not necessarily physically deficient, Dr. Dayton related that recently a big school for mentally deficient children had a football team that won five out of eight games with regular high school teams. Dr. Dayton said that last year the state examined 4,700 retarded children and now has registered in his department over 20,000 persons, so that the state is in a position carefully to watch and deal with this vitally important problem.

Jersey Teachers Must Give Bond

Teachers taking the four-year training course at the Montclair Normal School in New Jersey must furnish a $300 bond to be forfeited in the event of their failure to teach at least three years in the public schools of the state. The New Jersey Board of Education passed this ruling in the face of vigorous opposition, which declared the action as unnecessary and as imposing a hardship upon girls of limited means.

Women Voters Study Way to Aid Schools

Study of the public schools of Massachusetts, with a view to strengthening their work and the removal of any defects that may be disclosed, is one of the chief items mapped out for the Massachusetts League of Women Voters and its local organizations during the coming year, according to an announcement from its Boston headquarters. Continued attention will be given to the systematic education of adults, both foreign-born and American, through public school extension classes, with English the basic language. Local organizations will be asked to give special attention to the composition of their respective school committees with the object of improving the personnel where that seems desirable and to increase the number of women serving on the committees.

Public May Finance School at Berwick

Aid from citizens, school children, and school teachers is pledged to the town of Berwick, Me., for the rebuilding of the Sullivan High School, which was recently burned. Because the town's legal debt limit does not permit borrowing to pay for the building there is the prospect that the citizens would finance the new school to cost about $50,000. Any citizen advancing funds would be reimbursed by the town as soon as it was able to raise the money legally. William E. McCue, superintendent of schools, received a gift for the building fund of $25 from the second grade of the Rochester Street Grammar School. The first grade made a similar gift. The teachers of two schools have offered to clean up the buildings during the vacation, the money thus saved to be devoted to the building fund.

Many College Students Working Their Way

A total of $25,500,000 was earned last year by students in 408 colleges and universities in the United States. Of the entire enrollment in these institutions thirty-nine per cent. were partially or wholly self-supporting. Of students in co-educational institutions forty-four per cent are working their way. A third of the students in men's colleges and a sixth of the students in women's colleges are earning at least a part of their expenses. Of the 600 colleges embraced in the survey only twenty-seven reported no student earnings during the school year.

Travel Courses Normal Feature

The State Normal School at Terre Haute, Ind., and the Eastern Division of the State Normal, the Ball Teachers' College at Muncie, Ind., have as a regular feature of their summer work the offering of extended travel courses in geography. Professor F. J. Breeze, head of the science department at Muncie and teacher of geography, is in charge of a geography class working in Yellowstone Park. Professor B. H. Schockel conducted a trip to the Atlantic Coast while the class under Professor W. L. Perkins visited the Rocky Mountains. Field classes of this kind have been conducted for some years by the Indiana State Normal Schools. The board of trustees in charge of the two schools at a recent meeting approved the taking of travel study classes to Europe next year. It has been found that this type of geography study is of the utmost value in putting new spirit and interest in study along geographic lines.

To Use Budget Before Starting Part-Time Work

Men earning their way through Harvard University will hereafter budget their anticipated income and expenses before applying for part-time work at the University employment bureau. The student's financial problem can be solved more readily and systematically, Walker W. Daly, head of the employment bureau, believes, after he has made a definite tabulation of his needs during the course of the year and has listed his probable source of income to ascertain how great a deficit he must make up by part-time work.

Pupils Learning Management

Pupils of the elementary school in Centredale, R. I., are making an enviable reputation for thrift and management. Nine schools in the town of North Providence, of which Centredale is part, competed in the local school savings system contest. The Centredale school, with a foreign group of nearly three hundred children, topped the list with a perfect score of 100 per cent., while its nearest rival rated only sixty-three per cent., according to the last report from the Industrial Trust Company of Providence, headquarters for the system in Rhode Island. This bank sent speakers to talk on thrift at the various schools, with the exception of Centredale, where it was deemed unnecessary because of the fine showing being made. The boys and girls of the school kept the grounds so clean and orderly as to bring commendation from the superintendent and all passers-by. A group of sixth-grade girls have started a flower garden and are very diligent in its care.

Demand for Chemists Opens Field to Students

The need for trained workers for industrial research is growing steadily and a field of useful endeavor lies here for students in American colleges, according to speakers at the recent meeting of the American Chemical Society at State College, Pa. American universities are not training men fast enough to meet industry's needs, declared Dr. Frank C. Whitmore, head of the chemistry department at Northwestern University. "Industries which never before employed research men are going out into the market to hire them, and are discovering that the supply is too small," Dr. Whitmore said. "The United States is rapidly passing out of the period in which it had almost limitless natural resources. As soon as a country passes out of this period, it becomes necessary to use research men so as to get the full benefit out of the remaining natural resources," he asserted.

Denies Existence of American Language

In a recent lecture at Harvard, Professor Henry Alexander, of Queen's College, Ontario, declared emphatically there is no such thing as an American language. "No real plea can be made for the existence of a separate American language," he said, "for through the very efficacy of many American expressions, they become overworked, and therefore trite. They spread rapidly to England and become just as much English as American, except in origin." Professor Alexander declared that the true criterion of speech in any age is the language used by the better-educated class of people. "I doubt very much," he said, "if the educated people in New England speak differently from a similar class of people in England." For American slang, Professor Alexander had little criticism, declaring that English speech should welcome with open arms this American contribution.

$2,000,000,000 a Year Spent on Education

Education absorbs a greater proportion of public funds than does any other governmental function, according to the National Industrial Conference Board, which has reported that more than $2,000,000,000 or upward of one-fourth of the net total of all public expenditures in the United States during 1925, was spent on education in the public schools and state universities. Expenditures for education, it was said, exceeded the combined outlays for our military, police, fire protection and prohibition enforcement forces. The "true" cost of education in our public school system in 1925, the Conference Board finds, was 69.4 per cent. greater than in 1890 per pupil for each school day actually attended, when the changed purchasing value of the dollar is taken into consideration.

Language Courses In Foreign Centres

For students of languages who are studying abroad this year, there are courses available in sixty educational centres on the Continent, according to an announcement made by the British Board of Education. Eight of the courses may be had in Switzerland, four in Australia, fourteen in Germany, two in Holland, three in Denmark, seven in Italy, one in Portugal, two in Spain, and nineteen in France.

Young Mussolini Knows His Grammar

Bruno Mussolini, elder son of the Italian Premier, distinguished himself in grammar recently. An oral examination was taking place in the presence of Premier Mussolini's brother, Arnald, and other notables. Bruno answered questions put to him both smartly and correctly. "Give a definition of the imperative mood," said the teacher. Bruno did. Then, referring properly to the first person, the instructor asked: "What person cannot be commanded?" Young Mussolini answered promptly: "The King and my father."

Average Savant Unlured by Drink

The average City College of New York professor has reached the maturity of forty-five years, neither drinks nor gambles, more than likely does not smoke, regards Edison as the greatest living man, is probably a Democrat of an independent type and began his professional life with considerably less financial optimism than the present-day senior. "Microcosm," the college year book, thus presents what is supposed to be a serious commentary on City College of New York professors. Students should study above all, the average professor says, and a Phi Beta Kappa key should be the most highly prized award. He expected to average $2,093.33 for the first five years—less than half of what the class of 1927 hopes to earn.

Say Them If You Like to Pay Fines

One of the strangest compilations of "social dont's" has been listed by the Silver Bullet Club, an organization composed of business and professional men and women of Boston. A member guilty of using one of the "dont's" is fined $5. For an example if a member meets a friend and says: "It's a nice day, isnt it?" he is out $5. These "dont's," the forbidden bromides of conversation, are carefully listed and fresh prohibitions are added each month. Some of the most flagrant dont's of the organization are: "It isn't the heat; it's the humidity"; "Men are all alike"; "Glad to have met you"; "Cheerio"; "She isn't good looking, but she has got a lot of personality"; "I've lost all faith in men"; "I've just had my hair washed, and I can't do a thing with it"; "I was educated in the College of Hard Knocks"; "Just bored to death," and "I'm funny that way."

British Graduates Win American Study Fund

Commonwealth Fund Fellowships, totaling $125,000, have been awarded to twenty-three honor graduates of British universities, who are to come to the United States next autumn for two years' study in American universities. This is the third annual group of awards and makes a total of sixty-three scholars who have thus won opportunity for education and travel in the United States. To the 200 annual fellowships originally provided for, three have been added this year for honor graduates of British colonial universities studying in Great Britain. The holders of the fellowships are required to travel widely in the United States and attend meetings of various learned societies.

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Instruction in Use Of Electricity Urged

The teaching of vocational agriculture will be materially affected by the constant increase in the use of electricity on the farms of the South, according to I. D. Maltby, southern regional agent for the agricultural education service, Federal Board of Vocational Education. Vocational agricultural teachers should be given instruction in the use of electrical power. Mr. Maltby says, in order that the boys on the farms might be taught how to use and operate farm electric equipment.

Census for School Declared Important

The effectiveness of a state's school system is determined to a large extent by the degree to which it is utilized, declares the Bureau of Education. A school census is important, for the knowledge of the number of children to be educated is essential to the efficient administration of a school system. The extent to which compulsory education and child labor laws can be enforced depends largely upon the completeness and reliability of the school census. If the census is taken annually, it affords an index to the changing educational needs of the state, which arise from the growth, movement, and character of the population.

Three Gwinnetts Bring English School Riches

A small fortune from American sources has come to the Wolverhampton Blue Coat School through the chance discovery by a local historian of three signatures of Button Gwinnett, a signer of the American Declaration of Independence. Negotiations were opened with New York dealers and one antique dealer purchased the signatures. The amount involved was not disclosed, but it is presumed to be large in view of the fact that a Gwinnett signature brought $51,000 in New York this year. Button Gwinnett, a Georgia merchant, was killed in a duel in 1777, when he was about forty-five. Thus his death, so soon after the Declaration, made his signature a rarity.

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TREND OF THE TIMES

PERSONS KILLED by automobiles from January 1, 1919, to December 31, 1926, totaled 137,017, while the number of men killed and mortally wounded in the world war numbered over 57,000. Deaths of the war from all causes in the American armed forces was 120,000. The injured in automobile accidents reached 3,500,000 since the armistice. Twenty-six percent. of the killed and injured were children under fifteen years. Last year, 23,000 persons were killed, an increase of one thousand over 1925, and the largest death toll ever recorded by automobiles for a year, according to the National Automobile Chamber of Commerce.

ARE MUSICIANS LABORERS? The Department of Labor has been called upon to rule whether all musicians are artists or some merely "laborers in the field of music." Joseph N. Weber, president of the American Federation of Musicians, contends some, especially jazz players, are "laborers," and therefore, under the restrictions of the labor laws. The Department in a preliminary answer held they were artists and therefore should be permitted free entry. The only "artists," in the opinion of Mr. Weber, are those having obvious genius, such as Kreisler and Heifetz.

DATUS AMONG the Moros wear American gold pieces as jewelry, some using a thousand dollars' worth on shoulders, trouser seams and swords. Riches, however, are computed in land, wives and servants. Piang, richest Moro, has thirty-six wives, 114 children and servants uncounted.

TOTAL COSTS of government in America, federal, state and local, rose from $2,919,000,000 in 1913, to $11,124,000,000 in 1925. But the Industrial Conference Board survey finds that the population, "in the 1924-25 period at least," increased at a more rapid rate.

MEXICAN QUOTA may become a fact within a short time, asserts Congressman Johnson, of Washington, chairman of the House Committee on Immigration and Naturalization. "Final figures probably will show that more than 65,000 Mexicans came into the United States to reside permanently," he said. "This is an increase of about 7,000 over the previous year, and illegal entries from Mexico are probably twice the legal entries. Renewed agitation in favor of a quota or other limitation on Mexican immigration into the United States is certain to result."

A FORECAST, which was endorsed, of an agricultural and political alliance between the West and South, was made by Dr. Charles A. Beard, author and former professor at Columbia, who delivered a caustic denunciation at the Institute of Politics at Williamstown of what may be inferred as the Administration's neglect of the farmer. He was emphatic in stressing the importance of a well-balanced national economy, in which he rates a prosperous agriculture as fundamentally important.

ARTIFICIALLY PRODUCED textile fibres that are being placed on the market at a low price has done more in the direction of making a democracy of all peoples of the world than by any other single agent, Professor Pauline B. Mack, of the Pennsylvania State College, said in an address before the Chemical Institute. "Dresses for every conceivable occasion can be made entirely of manufactured materials," she asserted.

"AERIAL DOBBINS," blimps, airships and others, now have a hitching post of their own at Scott Field, Belleville, Ill. The giant mooring mast, 178 feet high, has been completed. It is strong enough to hold dirigibles twice the size of the Los Angeles. The mast is thirty feet in diameter at the base, tapering to eleven feet at the top, where there is a platform thirty-eight feet wide projecting beyond the mast proper.

ANOTHER NEGRO diplomat is created in President Coolidge's appointment of William T. Francis, St. Paul attorney, as American minister to Liberia. One negro had previously declined the post. It is customary to send negro envoys to that negro republic.

"UNLIMITED INDEPENDENCE for Iceland" is the slogan adopted by the Peasants party, which has a majority in the national assembly of Iceland. In the treaty made with Denmark in 1920, which is to run until 1940, Iceland's independence was acknowledged, but it was agreed that the Danish king and diplomatic service should function for both countries.

The BOOK TABLE

HISTORY OF THE AMERICAN PEOPLE. By David Saville Muzzey, Columbia University. Cloth. 760 pages. Boston, New York: Ginn and Company.

Praise of any book of Dr. Muzzey is as needless as to praise the virtues of sunlight, but any comments upon the value of sunlight necessitates dealing with the violet ray and other recently discovered health values of special rays.

However appreciative anyone is of the historic scholarship and artistic pedagogy of Professor Muzzey's textbooks, he fails to do justice to his "History of the American People" if he does not appreciate how heroically in this book he has eliminated facts and incidents whose reliability is questioned and whose vitality was sapped long ago.

To use the phraseology of the day, one must realize how faithfully the author has avoided the traditions that are static and has magnified the dynamic.

The publishers can claim for this book what is claimed for the violet ray in purifying the water in school and college swimming basins, that it "kills every pest that is alive and burns anything that is dead." This characterizes Muzzey's latest school history.

EUROPE: A SUPPLEMENTARY GEOGRAPHY. By James Franklin Chamberlain and Arthur Henry Chamberlain. Cloth. Illustrated. 264 pages. New York: The Macmillan Company.

Supplementary Geography is usually written by one who is fascinated with geographical facts and writes purely from devotion to the subject, or by one who cares little for geography but is intensely interested in a method of presenting it, but "Europe: A Supplementary Geography" combines the two admirably. James Chamberlain, formerly a teacher of geography in the Los Angeles State Normal School, was one of the most inspiring teachers of geography whom we have known, and Arthur H. Chamberlain is one of the best men of affairs in the school field. He is the master mind in the school thrift movement, has made an unrivaled success as secretary of a State Education Association and editor and publisher of its state educational magazine, setting the pace of profit and professional idealism of the other state associations.

The masterfulness of each is in action in the creation of "Europe: A Supplementary Geography," which has never been surpassed in the brilliant presentation of the Europe of today, or as a skilful aid to teachers in the classroom.

SEX DIFFERENCES IN THE GROWTH OF AMERICAN SCHOOL CHILDREN. By Edward Andrews Lincoln, Ed. D., Harvard University. Cloth. 189 pages. Baltimore: Warwick and York, Inc.

In this day of a multitude of new books on new subjects, there occasionally comes to the surface a book of great importance that serves a good cause. This is especially true of Dr. Lincoln's "Sex Differences in the Growth of American School Children." It is not easy for anyone to write on any phase of sex problems in such a way as to make a real scientific contribution without running counter to sensitive traditions.

We know of no one who has rendered a better service in a better way in the study of this problem than has been done by Dr. Edward Andrews Lincoln of Harvard University, Assistant Professor of Education, Graduate School of Education. He confines himself to "Sex Differences in the Growth of American School Children." Here he is able to find reliable material not previously exploited, and he displays professional skill in the use of facts that are reliable in ways that are scientifically valuable, and he presents them in such a way as to render an important service to parents as well as teachers.

THE UNITY OF LIFE. A Book of Nature Study for Parents and Teachers. By H. R. Royston, M. A. With plates, diagrams and illustrations. Cloth. 280 pages. Yonkers-on-Hudson, N. Y.: World Book Company.

This is an elaborate presentation of the scientific facts of "The Unity of Life," in a study of nature. It assumes that parents and teachers are scientifically initiated and are familiar with a scientific vocabulary, and on this assumption the author writes skilfully and intelligently. The initial assertion is that the importance of evolutionary biology as a basic subject in the course of training cannot be exaggerated.

On this basis we know of no book that deals more clearly and at the same time scientifically with the general principles of the essential unity of life and the truths of evolution and inheritance.

The author firmly believes that children can be wisely, naturally and easily taught to think in a general way the main facts of the reproduction of life. He succeeds in this without violating in the faintest degree the sensitiveness of children.

TEENY TINY RIMES IN TEACHING READING. By Lucile Allard, Flatbush Teacher Training School, Brooklyn, and William A. McCall, Teachers College, Columbia University. Richmond, Virginia: Johnson Publishing Company.

Learning to read is now a great delight for a child. Old schemes are giving way and all methods seem to be new. The passing of the a-b-c was no greater than the coming of the "Teeny Tiny Rimes." Children now learn to read by doing something, as well as by seeing something. This latest venture combines rhyming with cutting and sticking, so that what a child learns sticks in his mind. It is appealing by its beauty, captivating by its ingenuity, and abiding by its scientific skill.

PETERSHAM HILL. By Grace Taber Hallock. Decorated by Harrie Wood. Cloth. 132 pages. New York: E. P. Dutton Company.

This is an up-to-date fairy tale which will appeal to children of to-day, for while it is wholly fairy, it has a present-day setting that cannot fail of interest.

Books Received

"The American People and Nation." By Rolla M. Tryon and Charles R. Lingley.—"History of Europe: Our Own Times." By James H. Robinson and Charles A. Beard.—"The Buckingham-Osburn Searchlight Arithmetics." Book II. By B. R. Buckingham and W. J. Osburn.—"The American Secondary School." By Leonard V. Koos.—"A Syllabus of the History of Western Europe." By Franklin C. Palm.—"Junior Latin Lessons." Book II. By Benjamin L. D'Ooge and Dorothy M. Roehm. Boston, Mass.: Ginn and Company.

"Teaching Arithmetic in the Intermediate Grades." By Robert Lee Morton.—"Sentence Building." By Donald L. Clark and Merle M. Hoover—"Teaching Arithmetic in the Primary Grades." By Robert Lee Morton.—"My Book Three." By Mabelle Glenn and Margaret Lowry.—"Music Appreciation for Every Child." By Mabelle Glenn and Margaret Lowry. Newark, N. J.: Silver, Burdett and Company.

"Guides, Philosophers and Friends." By Charles F. Thwing—"A Short History of the American Negro." By Benjamin Brawley.—"Practical Chemistry." By Newton H. Black and James B. Conant.—"Vocational Readings." By Leverett S. Lyon and A. Marie Butler.—"Economic Life and the Curriculum." By Henry Harap.—"The Progress of Drama Through the Centuries." By Ruth M. Stauffer.—"The Scholarship of Teachers in Secondary Schools." By Edward A. Fitzpatrick and P. W. Hutson.—"The School Board Member." By John C. Almack.—"Fourth Grade Arithmetic Practice.—"Fifth Grade Arithmetic Practice." New York City: The Macmillan Company.

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GRINS BETWEEN GRINDS

A Natural Error

"You dreadful boy! You stuck your tongue out at the minister. Now, don't deny it! I saw you as I entered the room."

"Why, mother, I just showed it to him. He said: 'Little boy, how do you feel?' and I thought he was a doctor."—Boston Transcript.

Possibilities of English.

An automobile halted by the curb and a pedestrian addressed the driver:

"Your pneumatic contrivance," said he, "has ceased to function."

"Whazzat?" barked the motorist.

"I say, your tubular air container has lost its rotundity."

"Brother," said the man in the automobile, "I don't getcha."

"I mean to say," explained the other, "that the cylindrical apparatus which supports your vehicle is no longer inflated."

"But——"

"The elastic fabric surrounding the circular frame whose successive revolutions bear you onward in space has not retained its pristine roundness."

"Say——" began the motorist—when there came another voice:—

"Hey, mister!" it said. "You've got a flat tire!"—Boston Herald.

The Flappers All Sat

"The street-car service is rotten. Always overcrowded."

"Yes, but father, you got a seat, didn't you?"

"Yes, but your poor mother had to stand all the way."

The Upraised Hand

The Woman's friend was still rather new at driving a car and a little bit confused in traffic. Down Broadway she forgot to stop soon enough at the signal and shot out into the middle of the street.

Pompously the traffic officer bore down upon her.

"Didn't you see me hold up my hand?" he shouted fiercely.

The culprit gasped a breathless "Yes."

"Didn't you know that when I held up my hand it meant—Stop?"

"No sir; I'm just a schoolteacher." said the Woman's friend in a timid, mouselike voice, "and when you raised your hand like that I thought you wanted to ask a question."

With an appreciative grin the officer gave the signal to proceed.—New York Sun.

Clever

Kitty: "The man I marry must be clever and plucky."

Ted: "Then we are engaged."

Kitty: "Oh, no, we're not. Your rescue of me when the boat upset was plucky, but not clever."

Ted: "No? Well, I think it was, for I upset it on purpose."—Boston Transcript.

The "Ettes" Have It

Modern ad: "For rent, handsome bungalowette, with a garagette, kitchenette, bathette, parlorette, and porchette."—Florida Times-Union.

On the Minister

"Do you know where little boys go who fish on Sundays?"

"Yes."

"Well, where?"

"You must find out for yourself, like I had to. I'm not letting you in on a good thing."—Tit-Bits.

Three Ships

"Why did the Spanish Armada fail?" was a question once asked in an examination at Annapolis.

The reply of one student has become historic: "For the lack of three ships—seamanship, marksmanship, and leadership."

True Affection

Wifey: "Darling!"

Hubby: "What is it, dear?"

Wifey: "Don't be silly; I was calling Fido."—Reno Gazette.

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JOURNAL MAIL BAG

League of Nations and English Children

Editor, Journal of Education:—

England, being in the League of Nations, is becoming keenly alive to the need of acquainting British youth with its fundamental principles. Prussia has just decreed that all its schools shall give instruction on the League and now the British authorities are following suit. I have never seen such an ambitious and splendid presentation of the principles of the League of Nations to young folks as was given in the all-day exercises arranged by the League of Nations Union in the huge Crystal Palace recently.

The League of Nations Junior Exhibit showed how the youngsters with their own hands and skill had made models of Indian and South Sea Island villages and dressed dolls representing the fifty-five nations in the League. The hall of Pioneer Peacemakers exhibited in graphic forms the work of missionaries among aborigines. The exercises closed with a "Gigantic Massed Gathering" of from 20,000 to 30,000 and the reception by the Duchess of Athol and of all the international contingents with the eloquent Rev. Mr. Norwood of the City Temple as one of the speakers.

The feature of it all which most interested us was the part singing in chorus of 5,000 sweet-voiced girls in gay summer costumes, and boys in knickerbockers and bare knees, whose clear soprano and rich alto voices were trained to perfect harmony. They had memorized an hour's program and sang without notes beginning with the League of Nations hymn.

Two verses of this hymn were as follows:—

"Let us break from the way of sorrow,
Let us turn to the way of peace,
Find our children a better tomorrow,
Bring mankind to the full release.

"This the cause that has always mattered!
Blind we were that we missed the light!
Come then now, ere the world be shattered,
Think and plan till the right is might."

John A. Hobson, one of the ablest British economists and internationalists, said to me recently that if the world is to be saved from another disaster it is imperative that it does not leisurely wait for public sentiment to develop and say that the League of Nations must take its time. Rome was not built in a day. The fact is that a new generation is growing up which remembers nothing of the World War and has never been taught the futility of it. The rising generation will fall into the same blunders which this generation did if it is not educated to see the fallacies which their elders had carelessly accepted as truth. Sir John Simon at a large Guildhall meeting recently urged the great need of more vigilance and effort among the young people if the world is to be saved in time since the people now living who feel the horrors of the war will soon pass. This conviction along with a feeling of apprehension of danger greater than I had anticipated is a deep feeling in England. It were to be wished that there were an equally deep feeling in America. The demonstration at the Crystal Palace is an illustration of the kind of work to be desired.

Lucia Ames Mead.

Boston, Mass.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 128.]

161. Mrs. Rose Hartwick Thorpe, of San Diego.
162. Katherine D. Blake.
163. J. M. Gwinn.
164. Randall J. Condon.
165. University of Wisconsin.
166. A. F. Harman.
167. David E. Weglein.
168. Carmel-by-the-Sea, California.
169. William R. Harper.
170. Oliver Wendell Holmes.

Meetings To Be Held

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City: Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, persident.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

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24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

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